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ASPECTS OF RECEPTIVITY AND DEFENSIVENESS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract:

The teaching of foreign languages is an integrated process in which variety of pedagogical and personal learners' factors should be taken into consideration for a successful educational experience. The pedagogical factors of course include the teaching methodology and aspects of syllabus design. The learners' personal factors consist of all the learners' personal factors that they come with in this voyage of a foreign language teaching and learning such as learners' aptitude and the affective psychological factors that may enhance or debilitate learning. In this present study our prime aim is to incorporate both the pedagogical and personal factors as factors to which learners may set up respective responses or acceptance if they actually address the learners' required teaching and learning anticipations; and the defensive perspectives that learners may set up if the learners' factors are not addressed to satisfy their teaching and learning requirements. This study will concentrate on four major aspects of receptivity and defensiveness in foreign language teaching which are namely the teacher as a person, the teaching context and syllabus, the affective factors in teaching, and the defensive and the distracting factors of teaching.

To process this study, we begin first by stating the topic under investigation, its importance, scope, and the methodological aspects through which it will be tackled in order to reach to the main results, the recommendations and suggestions for further future studies.

Key words: Receptivity, Defensiveness, Learners' Factors, Learning Context, Attitudes, Motivatio, Facilitating Anxiety, Debilitating Anxiety, Self – Esteem, Teacher's Personality, Syllabi.

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Introduction

Research in second and foreign language teaching and learning is nearly a common theme of research topics that is renewed from time to time by the occurrence of new ways and approaches of language teaching. However, according to the renewed interests in the topic new attempts are expected to be processed to tackle the issue of language teaching and learning from this fresh perspective. Receptivity and defensiveness as renewed topics in the field have started to emerge in research projects as factors to incorporate variety of motivational and attitudinal drives in second and foreign language teaching and learning. This last point has been expressed by Stevick (1976) and Allwright and Bailey (1991) as factors to incorporate learners' different factors such as motivation, self – esteem, anxiety, attention and students' attitudes towards the target language in terms of its teaching and learning contexts. In this present study receptivity and defensiveness will primarily be directed to the enhancement of teaching. Openness and defensive strategies will be used or directed to the issue of language teaching in order to make it accessible to the renewed scopes of study and to make it flexible to the acceptance of more learners' involvement in the process of language teaching as well.

Receptivity and defensiveness are expected to aid the context of teaching in the same way of their influence on the context of learning. That is to say planning for teaching should incorporate all the factors that help in strengthening the teaching context in terms of how to make the teaching context more motivating, more reliable to draw learners' attention, and to be free of the factors that raise the standard of debilitating anxiety, and as well to address all the positive attitudes towards the teaching experience and the positive attitudes towards the target language itself. The teaching context should begin with factors relating to the teachers as essential active participants in the experience of teaching the target language. Moreover, all the surrounding contextual factors should also be addressed to make the experience positive and rewarding or fruitful. This study intends to explore receptivity and defensiveness in the domains of the factors of language teaching which include the teacher him/herself as a person, the way of teaching, the course content and the target language itself, etc.

By the advent of the humanistic approaches in language teaching and learning more concentration has been given to the roles of both teachers and learners on one hand, and the context of language teaching and learning on the other hand. Therefore, a great shift in the methodology of language teaching and learning has started to take place. Much concern has started to be given to the context of teaching and learning to be suitable and encouraging for teaching and learning, and there is also a great consideration for the roles of teachers and learners in the process of teaching and learning, teachers as facilitators of learning, and learners as active participants in teaching and learning. Therefore, a lot of the teaching and learning methodology runs after relaxed environments in which the seating strategies encourage teachers and learners' participation in lessons, and as it has been mentioned before mistakes have started to be positive indicators of learning, and they are not prevented to be committed because learners learn much out of their mistakes more than of the correct performance and achievement.

Receptivity and defensiveness are good and suitable terms to be taken in research projects that tackle the renewed concerned in today's current teaching and learning methodology. Researchers can find variety of choices to adapt receptivity and defensiveness to include under their wider coverage factors that range from the learners' affective factors such as motivation, self – esteem, anxiety on one hand, and the learners' personal traits and attitudes to the pedagogical considerations in the teaching and learning of languages in general, and in our case the teaching and learning of English language as the target language with which we have the greatest interest and consideration.

The Importance of the Study

This study is Important as it addresses the teaching context with all its relevant factors in terms of teachers, syllabi, and all the surrounding factors that make this context suitable for running and processing teaching. The study is also important as it directs attention to the teaching context because the majority of the previous research projects are directed to the learners and their affective factors and their personal factors that they show toward the surrounding pedagogical and methodological factors of language teaching and learning. The study is important because it covers the related factors of teaching in terms of receptivity and defensiveness in an integrated manner that tackles both the psychological affective factors on one hand, and the pedagogical and personal factors on the other. The study also aims at opening new perspectives of research to be carried in future research projects.

Methodology

The study follows the qualitative approach and a historical survey over the related literature and some related studies in its processing, discussion, findings and conclusion. Therefore, a review, discussion and correlation among the previous related studies will be carried out together with our own observations, as practitioners in the field of English language teaching and our general experience of human languages teaching and learning mainly English and will be accompanied in this study. In the first part of the discussion the theoretical framework of the study will be outlined to include a general overview of receptivity and defensiveness in language teaching and learning and the correlation that can be found between them and the learners' personal and affective factors. A review of the definitions of these two terms will also be discussed to define clearly the concepts of receptivity and defensiveness. After the theoretical framework of the study some of the previous related studies will be discussed to enhance the processing of this present study.

Procedures

Due to the nature of this present study as a qualitative analysis of the studies and literature at hand, the previous studies will be outlined and grouped in perspectives of similarities and differences among them in order to point out certain common agreements among the concerned researchers. These studies will be presented systematically for pointing out the correlational points that support our present study. Some of the main findings and recommendations of the previous studies will also be analyzed and discussed in detail to come out with some common shared grounds between these studies and our present study. Some of the tables and the results of the previous studies will also be outlined, first to show how receptivity and defensiveness have been studied in quantitative research approaches, and second to confirm the discussion in this present study. The study in general is qualitative in nature in terms of the dependence on previous studies, and the general related theoretical framework to reach to the findings, suggestion and recommendations for future similar studies.

The theoretical framework and some related studies

Receptivity and defensiveness are relatively some of the new trends in the field of language teaching and learning. They have mainly been coined to behold motivational and attitudinal learners' factors in second and foreign language learning. They are used as cover terms to include within their umbrella factors such as motivation, learners' positive and negative attitudes, self – esteem, anxiety and the overall students' preferences and defensive factors in favor or in defense of the experience of teaching and learning second or foreign languages. As a result of this trend in research, we need first to define both receptivity and defensiveness as starting points to process the overall presentation and discussion of this aspect of this present research.

According to Allwright and Bailey (1991: 157) receptivity and defensiveness can be useful terms to include within their outline perspectives variety of positive and negative teaching and learning factors. Then they define receptivity as a mental state by which a language learner becomes 'open' within a limited or extended period to the context of the teaching and the learning of a certain target language. It simply implies

openness to the target language context with all its aspects either of the teacher's personality, the syllabus, the classroom, the presence of other learners, etc. We can simply say that receptivity is a positive attitude that is developed by the learner to accept all the surrounding teaching and learning contexts. Defensiveness, on the other hand, is the feeling that the learner sets up to defend the teaching and learning of a target language as a result of the feeling that threatens this experience of learning a foreign language. Within defensiveness we expect to correlate the negative learning factors to defend the experience of a foreign language such as debilitating anxiety, demotivation, low self – esteem, negative learners' attitudes to all the context of the target language which include the teacher and the other methodological and pedagogical factors.

It is also important to mention within this survey of receptivity and defensiveness that in the traditional second foreign language methodology the reliance in the process of language teaching and learning used to be dependent on the teacher who also used to be identified as a knower of every step in this process; therefore, teaching and learning should be controlled by the language teacher. The teacher as such used to interfere in all the processes of language teaching for fear that learners might commit some mistakes; and the teaching learning experience should be error free. However, after the sixties of the twentieth century a great shift has happened; that is to say teachers have come to be facilitators of learning and learners have come to be identified as active participants in the experience of language teaching and learning. Hence, mistakes have started to be identified as precious indicators of learning instead of the previous view that teaching and learning should be error free. This picture has been portrayed by Rivers (1990: 113) the current language methodology and approaches are generally identified as 'humanistic' as they take the whole being of the learner as a person and human being; the experience of second/foreign language teaching and learning is rather different of that of language acquisition; therefore, the teaching and the learning of a language should be free of any debilitating factors of learning and achievement, and the learners are encouraged to develop inductive learning rather than deductive learning. A solid and good social relation should be established among teachers and learners.

These personality factors have also been followed by a shift in ways of teaching the target language. In the traditional methodology the interest was directed to language usage such as correct grammatical structures, writing and pronunciation, etc. The interest within the current methodology gives priority to language use and real performance of communicative language use rather than the only correct language usage that prevents learners' engagement in real realistic and authentic language use. These views have been supported by Swan (1990: 74) who said that use helps in learning the target language in a proper and appropriate way. Therefore, it seems that the interest in the current language methodology is to help learners be competent communicatively rather than just recorders of useless structures that prevent real communicative competence. According to Brumfit and Johnsons (1991: 3) language teachers should help in making a compromise between usage and use to give the learners the chance to use the learned target language in real communicative contexts. The inability to use the target language in real communicative context may result in one of the defensive factors that is known as communication apprehension, that is the fear of using the target language communicatively in real language contexts of use; or it is the debilitating anxiety that results from the inability to be able to communicate fluently using the target language.

In a similar way to what we have outlined above Harmer (2007: 58) said that in encountering a new language learning experience the improvement of learning is dependent on the degree of remembering what is taught. Learners will also have greater association between what is learned and what is expected to be recalled as a result of the items greatest emotional association to the learners. Then harmer (ibid) mentioned Stevick’s (1976) association between the negative learning factors such as debilitating anxiety and stress and what he calls 'alienations'; such an alienation can be encountered by more humanistic approaches in language teaching. The students' positive learning experience can be attained through relaxation, positive feelings and unthreatening teaching and learning contexts. Harmer's (ibid) ideas support our use of receptivity and defensiveness, i.e., receptivity goes with the positive learners' association between what is learned and what is remembered, and defensiveness goes with the learners' distracting factors of learning such as anxiety and

stress. Moreover, harmer (ibid) mentioned Stevick' (1976) as one of the great pioneers in the field of topics concerned with receptivity in language teaching and learning.

In the coming sections of this part of the study the related studies will be outlined and discussed in order to develop the discussion to get the results on which the conclusion and the suggestions and recommendations for future studies will be outlined.

In a study by Takeuchi (1991: 79) an aspect of receptivity and defensiveness has been tackled in terms of learners' learning strategies; that is to say these strategies help in learners' success in second or foreign language 'acquisition'. The learners' learning strategies indicate that their acceptance and openness to the target language let them set up these strategies to succeed in the target language. The learning strategies can be some of the components of the learners' aptitude and attitude to the target language, which are in turn factors that can be taken in the positive side as factors of receptivity or openness to the target language; and on the negative side as factors of defensiveness against the target language by which defensive or refusal strategies can be built up to stop developing the experiment of the target language.

Ahmed (2004: 221 pp.) in a study about the correlation between both receptivity and defensiveness and the learners' affective factors and the learning context reached to the findings that maintain a high level of the positive affective factors such as self – esteem, motivation, positive attitudes, etc. and receptivity; and a low level of the debilitating learners' factors and receptivity such as debilitating anxiety and the negative attitudes towards the teachers and the learning context such as the syllabi or the surroundings of the learning contexts such as the seating and the fellow learners. Defensiveness and high level of the learners' negative affective factors are also correlated (table 5.6). In another similar study Sabbah (2009: 16 – 17) agrees with Ahmed (2004) that receptivity and defensiveness correlate either positively in having high levels of motivation, self – esteem, more attention and low level of anxiety, or negatively in cases of high level of debilitating anxiety, negative attitudes towards the experience of a target language, its culture and speakers, etc. However, Sabbah (ibid) added that 'good teaching' would be a good compromise to incorporate the positive correlation between the affective factors (i.e. motivation, self –esteem, etc.), and at the same time to overcome the negative correlation between defensiveness and the seemingly negative components of the affective factors (i.e. debilitating anxiety and low attention, etc.). The design of the teaching materials should also be in attractive ways to guarantee high levels of receptivity. The attraction of the textbooks might be of greater influence in cases of young learners more than that of adult learners, who will direct their interest to gist of the book rather

Scales	Self-esteem	Anxiety	Motivational intensity	Attention	Receptivity

than its shape or colour.

Table (5. 6) The Correlation Coefficients of the Scales of the Questionnaire

(Ahmed 2004: 215)

Self - esteem	**1.000**				
Anxiety	**.784**	**1.000**			
Motivational intensity	**.770**	**.865**	**1.000**		
Attention	**.632**	**.522**	**.968**	**1.000**	
Receptivity	**.871**	**.883**	**.910**	**.197**	**1.000**

We feel that the teacher's intervention in the experience of a target language teaching should help in attaining a high degree of moderate reinforcement of students' participation and knowledge of their needs and expectations. Lowie and Verspoor (2015: 72 – 73) considered motivation, attitudes, self – esteem and other affective factors as a positive context for learning a second language. This context is also coupled with the embodiment of cognitive language factors in a context of socialization and acculturation when the target language is used in social interactions and communication. These remarks are directly connected with receptivity and defensiveness to the culture of the target language.

For Stegmann (2013: 2) Motivation is necessary for accomplishing 'long-term goals' as in second or foreign language learning. A positive attitude and motivation are important drives to let a learner exert efforts to study the target language.

In a study about learners' attitudes Ćurčić (2018: 20 pp) states that the knowledge of other languages may have positive influences on the learning of target languages. That is to say the learners' experience of other languages will make it easy for the learner to deal openly with the new teaching and learning experience. Easiness in this context is a matter of two dimensions; in one hand the dimension of the language itself as a human experience and the ties that may link human languages, and the universal elements that can be found among languages in terms of either similarities or differences among the languages, and the possibility of translating from one language to another. Then Ćurčić (2018: 113) explains that with regard to matters related to the teaching context and the way of teaching, on the part of teachers, 'immersion' and 'naturalistic' presentation of lessons, to the learners, will be more fruitful and positive. This last point in particular addresses the issue of receptivity to the course content and the teaching components given to the students, i.e., the more attractive the method and the exposure are the more positive reception by the learner is expected to be.

In another study about the importance of incorporating culture in the teaching of second or foreign languages Pourkalhor and Pourkalhor (2017: 29) said that a lot of researchers and scholars do not concentrate on the importance of culture in teaching second and foreign languages; for them culture is an important component to be taken in the teaching contexts of second languages teaching for one reason culture is needed to develop 'effective communication and interaction' with the speakers of the target language in question. Acculturation is an ongoing process that takes much concern, interest, cognitive and dynamic involvement on the part of the learner of the target language so as to be competent in the target language and its culture. In other words, knowledge of the culture of the target language is necessary for competence in that language, and sometimes the clear understanding of certain utterances requires competence in its culture. This point reminds us with receptivity to the culture of the target language. In other words, positive attitudes towards the

target language culture are needed to master that target language. Pourkalhor and Esfandiari (2017: 29) end this part of their discussion about the correlation between language learning and culture by mentioning Nostrand's (1975) statement about the importance of calling to studies to discover the relationship between culture and students' motivation in second and foreign language learning. For Arnold (2011: 11) there are factors inside and outside the learner of a target language; of these factors 'affect' which is simply defined as the affective factors and the attitudes that learners have in the context of learning a target language. The positive affect leads to a successful teaching and learning experience, and definitely a negative affect will render the experience to be a failure. She also mentioned Stevick's (1980) concept about success in second language learning which is not a matter of material things, but in a more or a less degree a matter of variety of social, personal, or cultural factors that draw learners' attitudes and interest in learning a certain target language.

In a survey about language learners' strategies for learning the target language Habók and Magyar, (2020: 2) find that there is a strong correlation between the students' learning strategies and the learners' approaches which include self – esteem, 'instrumental motivation', 'effort and perseverance, and preferences for cooperative or competitive learning'. The learners who set their learning strategies willingly will have confidence in attaining their learning goals appropriately. This correlation between the learners' approaches of learning and the set-up learning goals is an integral part in the studies of receptivity and defensiveness because the approaches include important affective factors that come under the umbrella of receptivity. For Comas-Quinn et al (2019: 78) in their study of open learning they said that " *Foreign language study creates more positive attitudes toward those who are different, a much-needed orientation throughout the world today*." These points indicate clearly that the material or the delivered course content will have positive attitudes on learners if it presents something that does not address the learners' anticipations or expectations about the course content. The course content should be attractive and should address the learners' needs and anticipations.

In Zakarneh' study (2018: 52) about the some Arab learners' ego in learning English language confirmed his study by saying ego in learning English language is high enough to be a barrier in defending themselves against the experience of learning a language other than their first language for the fear that expressing themselves in another accent may cause them some embarrassing communicative contexts. Zakarneh (ibid) suggested that teachers should play supportive roles to help Arab students avoid the unwanted situations that English language may let them in, in case they are engaged in communicative contexts using a different accent above their own first language accent. Such ego contexts are directly connected with defensive strategies against the experience of a certain target language, which is English, in the context of the present study.

Most of the studies mentioned above deal directly with receptivity and defensiveness from the perspectives of the learners. However, we conclude this part of the theoretical framework and the related studies with some direct studies that discuss the issue from the perspectives of the teachers, which is the central interest of this study.

In a study about teachers' attitudes toward their students Youngs and JR. (2001: 97) said that training teachers by exposing them to cultural diversity will lead to positive attitudes toward teaching ESL learners. Hence, teachers will be ready to go on teaching such kinds of students in the future openly due to the kind of training they h had. This point supports what we mentioned before about the importance of experience to facilitate or to hinder the difficulties that might face teachers in dealing with their second or foreign language students.

In a research that reviews teachers' attitudes toward learners with emotional or behavioral difficulties Gidlund (2018: 45) proves in this survey that teachers will have negative attitudes toward such students. This has been interpreted as a result of the already set up prerequisites for success. In other words, the students who are included in such programmes will not guarantee the required and anticipated success. However, it has also been observed that teachers' attitudes toward such learners may vary in different countries. In short, we can say that learners' personal and emotional factors may affect teachers' attitudes either positively or negatively. These teachers' behavior and attitudes toward learners can also be supported by a study about

'teachers' attitudes toward inappropriate behavior by Malak and Habib (219: 34) at primary schools in Bangladesh. They state that teachers who have professional qualifications in teaching and education will show fewer negative attitudes toward the students who misbehave in classrooms while the other types of teachers show higher negative attitudes to those students. The kind of misbehavior is that ranges between unrespect toward teachers, using inappropriate language in class, lack of attention in class, stealing, and showing aggressive attitudes toward teachers. The study also reveals that students' behavior is affected by the demographic factors that surround them such as the social background, gender, religion, the type of school, and students' teachers' relationship. The factors that may affect teachers' attitudes toward learners are age, training, and teaching experience. These results also emphasize the roles of teachers' experience and training in managing teachers' attitudes toward their students. In another study about teachers' attitudes toward their learners McKinney (2008: 55) supports the assumption that experience in teaching ESLL or EFLL will lead to positive attitudes toward the learners, and willingness to go on teaching second or foreign language learners. However, the lack of such expertise will be reflected in negative attitudes to go on practicing the profession of teaching target languages' students. McKinney's (2008: 59) results of the study in general show that the experience and time were significant factors that influence teacher attitudes positively toward second and foreign language learners.

In another survey by Gourneau (2005: 1) entitled 'Five Attitudes of Effective Teachers: Implications for Teacher Training' which is a survey over the attitudes that teachers wish to attain in their teaching experience with their students, these attitudes are: teachers' care and kindness towards their students, classroom responsibility, sensitivity towards the students' diversities, motivation for enhancing successful learning, and activation of students' creativity in learning. These factors can be taken as a summary for the wish list that teachers may regard as the ideal status that they aim to fulfill in their teaching experience and career or even in later chances of professional education and training. In another study by Cate and Glock (2019: 15) about 'Teachers' Implicit Attitudes Toward Students from Different Social Groups' Gourneau's (2005) study has also been maintained mainly with regard to teachers' attitudes concerning ethnicity and diversity; and it has also been emphasized that professional education and training will give the teachers the expertise needed to be fare in their treatment and attitudes toward their students for better educational chances.

These related studies share, more or less, the same rationale that teachers' attitudes and behavior toward their students are greatly affected by the professional training and education they have, the experience, and to some extent with their social and regional backgrounds as demographic variables that may influence teachers' students' mutual attitudes toward each other. Teachers' attitudes tend to be positive in cases of normal standard context, but they tend to be negative in cases of misbehavior or disrespect of teachers. However, professional education and experience will grant the teachers with the flexibility and wisdom to behave well in variety of contexts and social backgrounds.

Discussion, Results, Conclusion and Recommendations

In the light of the framework of this study, its literature review and the general assumptions and hypotheses, the discussion, results, conclusion and recommendations will be developed and presented in this section of the study. Aspects of receptivity and defensiveness will be discussed with reference to the teacher and the teaching context in mainly four dimensions: the teacher as a person, the teaching context and syllabus, the affective factors in teaching, and the defensive and the distracting factors of teaching.

First, it is obvious that most of the previous studies have been concentrated on the aspects of receptivity and defensiveness from the perspective of their influence on learners, while the prime concern of

this study is on aspects of teaching and teachers. Therefore, we need to outline the teaching and the teaching factors that are affected by receptivity and defensiveness.

In the first domain as it has been stated above, the personality of the teacher can be a linkage between the perspectives of learners' receptive and defensive factors and those of teachers. In other words, the teacher as a person, is more likely to be influenced by all the emotional and personal factors that may have impact on his/her performance of teaching in the same way that may affect the learners. The teacher will be more open or receptive to the learners who are highly motivated and have high degrees of self – esteem. However, the teacher should professionally do his/her teaching as a profession without any prejudices or preferences that affect his/her duty. In other words, in such a case we are expected to be encountered by a controversy between duty and personal preferences and attitudes toward learners, which will, definitely, have the reasonable weight to give support to the preferences over the duty in a way that may not destroy the ethical values of the profession of teaching because it is a normal phenomenon that any human being will do better in an encouraging environment. The teacher's performance is expected to be improved in the presence of willing, motivated and high self – esteem learners. These factors of receptivity have been proved in previous studies as factors of success which will be a supporting factor in the teaching and learning contexts. In this respect we cannot exclude the bond that relates teachers to learners and learners to teachers; in other words, receptivity in both cases will be a positive inclination in the contexts of teaching and learning in general, and in second and foreign languages teaching in particular.

It is plausible that the more receptive the teacher is to his/her students, the more fruitful and successful the experience of language teaching and learning is going to be. Within time, the teacher's receptivity to the learners will foster more learners' attraction to the context of language teaching and learning. Receptivity cannot be taken in a vacuum in this binary system of receptivity and defensiveness. Defensiveness is the other side of the coin that should be accompanied in this discussion; defensiveness is not merely a negative experience, i.e., it has its positive consequences as well, and this is a normal conduct in all human activities to be composed of positive and negative traits. The negative side of the experience is required as it directs the participants' attention to the right track of learning or simply getting them back to the voyage of teaching and learning. In the modern methodology of language teaching and learning mistakes as negative signs in learning are perceived of as positive indicators of learning, and it is also said that we err to learn. In the context of language teaching and learning a low level of facilitating anxiety is required as a normal human behavior in such conditions. On the other hand, debilitating anxiety is not required because it may be one of the hindrances of teaching or learning.

In the domain of the teaching context with all its surrounding factors such as the teaching environment, the pedagogical and the financial factors; the teacher's receptivity is a vital factor in this context. The more attractive the surroundings are, the more receptive and positive practitioner the teacher will be. We do not expect ourselves to be dealing with ideal teaching and learning contexts in which everything is completely perfect. Perfection of course is not expected to be a human characteristic whatever the background is. Therefore, teachers are expected to encounter some shortcomings that may affect their performance. Teachers' responses to such factors will of course vary from a context to another, or from a teacher to another teacher. However, the general perspective and expertise indicate that the well trained and experienced teacher has the will and readiness to overcome the hindrances for the sake of performing his/her duties in a way that satisfies the ethics of the teaching profession. This can be supported by the successful experiences of teachers which are recorded in contexts in the Sudan or other similar countries. In such areas, teachers do their best to run a successful and fruitful teaching and learning experience despite the numerous problems and shortcomings that they encounter.

Teachers' receptivity of the context and the facilities available will help to overcome any hindrances or shortcomings. The well trained, experienced teachers will have the readiness to aid the teaching learning context by their wise intervention either in aiding the syllabi and textbooks, or by overcoming the hard contextual factors to the extent that out of very poor teaching aids receptive teachers will make fruitful

encouraging resources that fit the context or even add positive factors of success to that context. Teachers' social bonds among themselves will also be of the receptive factors that facilitate or aid the teaching context. The more cooperative and close the teachers are to each other, the more successful the teaching experience will be as a result of the consultation and the exchange of experience.

The third domain will be that of teachers' affective factors, namely motivation and self – esteem, which are directly connected with receptivity to the teaching and learning context. As it has been proved in research on learners' receptivity to the experience of learning a second language that highly motivated, and high levels of students' self – esteem are connected with success in language learning. For teachers, it is also plausible to say that a high level of motivation and self – esteem will be important factors in teachers' reception of the teaching experience. Receptive and high self – esteem teachers are more receptive and successful in the experience of second and foreign language teaching. Such teachers will have the readiness to deal openly with this experience of teaching, and they will have the readiness to overcome all the expected obstacles in teaching. The receptive teachers will be successful language teachers and supporters of the teaching experience. Motivation and self – esteem will supply the teachers with the motives to be able to behave well in all the surrounding circumstances and the contextual factors of teaching such as syllabi, language methodology, examinations setting up and the other related pedagogical factors. It is known in methodology that the successful teacher should not be a slave for the textbook. The teacher should have the readiness and willingness to intervene positively to aid the teaching, and even to supplement for the sake of teaching successfully.

The fourth and final domain is that of the distracting and defensive factors in teaching. These factors, in one hand may not be excluded from all the three domains that have been discussed above, because the opposite side of these factors will be a distracting and a defensive factor that affects the teaching experience negatively, and on the other, these factors are either affective such as debilitating anxiety, a low level of motivation, and the lack of self – esteem, or they are factors related to the profession of teaching itself in terms of the administrative issues and all the surrounding teaching and pedagogical factors. These intended distracting and defensive factors are interrelated because they have mutual influences on each other. However, teachers with high levels of debilitating anxiety are expected to be of low performance to which students will set up defensive attitudes to avoid the experience as a whole or to set up defensive strategies against the experience which will finally result in a poor teaching experience that will not help the students to benefit from.

Summary of findings

In the light of the theoretical framework, the reviewed literature, and the discussion above the following are the main findings of this study, which have been designed to reach to the perspectives of receptivity and defensiveness in language teaching, these findings are:

First: there is a strong evidence that shows a great correlation between receptivity and the teachers' personal factors to be open and ready to deal with the teaching experience as a result of his/her personality to be able to deal with the students who show high levels of motivation and self – esteem.

Second: there is a strong correlation between the teacher's receptivity and the positive contextual and administrative factors; the more positive these factors are, the more receptive and open the teacher is expected to be.

Third: there is also a strong correlation between the teacher's affective factors of high level of motivation, self – esteem and a low level of anxiety and receptivity to the teaching context. The highly motivated, and the high self – esteem teachers are more ready to cope up with the teaching experience, and they have the readiness to overcome all the encountered obstacles in teaching to improve students' learning experience.

Fourth: there is a strong correlation between the negative contextual and administrative factors that surround the teacher and defensiveness; however, the teacher's training and expertise may be positive factors to lend hand in overcoming such obstacles.

Conclusion, suggestions and recommendations

The prime aim of this study is to find the correlation between the aspects of receptivity and defensiveness in language teaching and all the surrounding personal, contextual, and the pedagogical factors. Therefore, the interest has been directed to the teacher as a person who plays the essential role in this experience. For that end, the study follows the qualitative approach for the collection of the related data, their interpretation, discussion and analyses. The study includes the normal sections of any scientific study in terms of the problem to be investigated, its importance, methodology, procedures, discussion summary of findings and suggestions for further future recommendations to carry on similar studies in future research projects and papers. In the light of all the above discussion and presentation the following will be logical recommendations to end this present study:

1. More exploration of the administrative and pedagogical factors is needed to be studied in future studies within the perspective of receptivity and defensive domains.
2. Teachers' receptivity and defensiveness as enhancement of the teaching learning contexts.
3. Receptivity and defensiveness on the background of teachers' social and financial bonds.
4. Teachers' positive intervention and receptivity in upgrading the teaching and learning experience.
5. Receptivity and teachers' administrative and pedagogical support.

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